

## Grade 8 Music Scope and Sequence

Unit Theme	Unit Focus	Concepts & Repertoire	Focus Standards	Assessment/Pacing	Resources
<b>1 Cultures</b>	This unit introduces students to the U12 course by establishing routines and procedures that will be followed throughout each of the subsequent units. To establish social norms and the importance of teamwork in musical settings, students participate in individual as well as cooperative activities with a focus on goal setting and the accomplishments of the group.	<ul style="list-style-type: none"> <li>• ASAP</li> <li>• Routines and procedures</li> <li>• Self-responsibility</li> <li>• Social interaction</li> <li>• Group dynamics</li> <li>• Establish routine for</li> <li>• Duple and triple meter</li> <li>• Changing and irregular meter</li> <li>• Rhythm patterns</li> <li>• Syncopation</li> </ul> <p>Suggested songs:            "Down By the Riverside" (p. 116)            "Coventry Carol" (p. 120)            "When the Saints Go Marching In" (p. 323)            "Three to get ready" (pp. 18-19)            "Shepherd's Chorus" (pp. 248-253)            "Jonkanoo Rhythms" (pp. 20-21)            "Limehouse Blues" (pp. 22-25)            "Oh, Freedom" (pp. 162-163)            "Streets of London" (pp. 282-283)</p>	<p>8.1. L2 Analyze and compare the use of musical elements of several genres, styles, and cultures, emphasizing chords and harmonic progressions.</p> <p>8.1.L4 Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions and their application in analyzing written and/or aural examples of music (meter, cross-rhythms, melodic contour analysis, sequence, retrograde, imitation, repetition, scales/tonality, chord progressions, form).</p> <p>8.2.S1 Sing music representing diverse genres and cultures, with expression appropriate for the work being performed.</p> <p>8.2.S2 Sing a varied repertoire of vocal literature, alone and in ensembles, demonstrating good posture, tone quality, vowel formation, and with good breath control.</p> <p>8.2.S3 Sing music written in three and/or four parts.</p> <p>8.2.P1 Perform on one or more instruments a repertoire of instrumental literature, representing various genres, styles, and cultures (e.g. classical, jazz, and opera), with technical accuracy, tone quality and articulation, by oneself and in small and large ensembles.</p> <p>8.3.2 Improvise and compose melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys.</p> <p>8.4.1 Read and perform (using solfege) rhythmic and melodic notation in duple, triple, compound, and mixed meters.</p> <p>8.5. H1 Compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically created and performed.</p>	<p>Conduct and move to pieces in duple and triple meter (SB TE p. 14)</p> <p>Demonstrate by clapping, the difference between changing meter and irregular meter (SB TE p. 18)</p> <p>Have students clap notated patterns out of order (SB TE p. 20)</p> <p>Listen to other songs and determine which have syncopated rhythms and which do not (SB TE p. 24)</p>	<p>Silver Burdett "Music Connection" 8th grade Teacher Edition</p> <p>"Concepts" Unit 1 - Lesson 1 pp. 14-15</p> <p>Unit 1 - Lesson 3 pp. 18-19</p> <p>Unit 1 - Lesson 4 pp. 20-21</p> <p>Unit 1 - Lesson 5 pp. 22-25</p>

<div>2</div> <div>Melodic devices and tonality</div>	<p>This unit provides students will listen to and create melodies. They will listen to and identify songs with melodic devices such as chord progressions and patterns and either major or minor tonality.</p>	<div><div><ul style="list-style-type: none"><li>Long and short phrases</li><li>Cadences</li><li>Melodic contour</li><li>Melodic patterns</li><li>Major</li><li>Minor</li></ul></div><div><p>Suggested songs:</p><p>"Someone Who Believes in You" (pp. 26-28)</p><p>"Shenandoah" (p. 125)</p><p>"Light the Menorah" (p.257)</p><p>"Yesterday" (p. 281)</p><p>"Thou Shalt Break Them" (pp. 29-31)</p><p>"Climb Ev'ry Mountain" (pp. 111-112)</p><p>"Streets of London" (pp. 282-283)</p><p>"Solfeggio" (pp. 32-33)</p><p>"God Bless the USA" (pp. 147-149)</p><p>"Yesterday" (p. 281)</p><p>"Song of the Beach" (pp. 36-38)</p><p>"Rock of Ages" (p. 259)</p><p>"Song of the Water" (pp. 284-285)</p><p>"The Old Chisholm Trail" (pp. 39-41)</p><p>"December Night" (pp. 260-261)</p><p>"Simple Gifts" (p. 341)</p><p>"Joshua Fought the Battle of Jericho" (pp. 42-43)</p><p>"Black is the Color of My True Love's Hair" p. 156</p><p>"The Knights from the East" pp. 270-271</p><p>"Shalom, Chaverim" p. 340</p></div></div>	<p>8.3.3 Improvise, compose, and arrange short songs and instrumental pieces using the following musical devises: imitation and repetition, ostinato, syncopation, accompaniment and chord progressions, using traditional and nontraditional sources of sound, including digital/electronic (if available).</p> <p>Maintain Standards: 8.1.L2; 8.1.L4; 8.2.S1; 8.2.S2; 8.2.S3; 8.2.P1; 8.3.2; 8.4.1; 8.5.H1</p>	<p>Listen to excerpts of songs and have students indicate the ends of phrases (SB TE p. 26)</p> <p>Listen to various selection and identify the occurrence of cadences (SB TE p. 31)</p> <p>Have students create "jagged" melodies using harmonic patterns over a given chord progression</p> <p>Have students create "smooth" melodies by using scale patterns over a given chord progression</p> <p>Create and eight-measure melody using a given rhythm pattern and melodic shape (SB TE p. 36)</p> <p>Students build I &amp; V triads in a given major tonality using flats and sharps where needed (SB TE p. 40)</p> <p>Have students listen to and identify songs as either major or minor tonality (SB TE p. 43)</p>	<p>Silver Burdett "Music Connection" 8th grade Teacher Edition</p> <p>"Concepts" Unit 2 - Lesson 1 pp. 26-28</p> <p>Unit 2 - Lesson 2 pp. 29-31</p> <p>Unit 2 - Lesson 3 pp. 32--33</p> <p>Unit 2 - Lesson 5 pp. 36-38</p> <p>Unit 3 - Lesson 1 pp. 39-41</p> <p>Unit 3 - Lesson 2 pp. 42-43</p>
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<p><b>3</b> <b>Harmony</b></p>	<p>In this unit, students will focus on harmony in music. They will listen to and arrange melodies that include harmonic progressions and non-traditional harmony.</p>	<ul style="list-style-type: none"> <li>• Harmonic progression</li> <li>• Harmony in thirds and sixths</li> <li>• Non-traditional harmony</li> <li>• Tone color</li> </ul> <p>Suggested songs:  "Canon in D" (pp. 44-45)  "Sun Gonna Shine" (p. 326)  "La borinquenia" (pp. 46-47)  "Don Alfonso" (p. 121)  "Guantanamera" (p. 290-291)  "Four Cornfields" (pp. 48-49)  "The Kings from the East" (pp. 270-271)  "Song of the Water" (pp. 284-285)  "Three-Score Set" (pp. 50-51)  "Orchestra Montage" (pp. 52-53)  "The Marriage of Figaro" (p. 187)  "Concerto for Trombone and Orchestra" (pp. 54-55)</p>	<p>8.3.1 Improvise, compose, and arrange short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality.</p> <p>Maintain Standards:  8.1.L2; 8.1.L4; 8.2.S1; 8.2.S2; 8.2.S3; 8.2.P1; 8.3.2; 8.3.3; 8.4.1; 8.5.H1</p>	<p>Improvise a variation on a theme (SB TE p. 44)  Perform songs with harmony in thirds (SB TE p. 46)  Harmonize a given melody with harmonic progression in thirds or sixths (SB TE p. 49)  Write a descriptive paragraph about individual songs with varying harmonic devices (SB TE p. 50)  Write the names of orchestral sections and specific instruments after hearing a selection two times (SB TE p. 52)  Create themes using various harmonic and scalar patterns over a given chord progression  Arrange the themes and orchestrate (choose tone colors) given available voices and classroom instruments</p>	<p>Silver Burdett "Music Connection" 8th grade Teacher Edition  "Concepts" Unit 3 - Lesson 3 pp. 44-45  Unit 3 - Lesson 4 pp. 46-47  Unit 3 - Lesson 5 pp. 48-49  Unit 3 - Lesson 6 pp. 50-51  Unit 4 - Lesson 1 pp. 52-53  Unit 4 - Lesson 2 pp. 54-55</p>
<p><b>4</b> <b>Purposeful music</b></p>	<p>In this unit, students will listen to and analyze purposeful music, including overtures, preludes, and opening themes. Students will classify exemplary composers and works of music by style and genre.</p>	<ul style="list-style-type: none"> <li>• Overture</li> <li>• Prelude</li> <li>• Opening theme</li> </ul> <p>Suggested songs:  "Prelude" from Carmen (pp. 210-211)  "Prelude" (p. 58)  "Lift Ev'ry Voice and Sing" (pp. 274-275)  "Free at Last" (p. 272)</p>	<p>8.5. H3 Classify exemplary composers and works of music by style and genre.</p> <p>Maintain Standards:  8.1.L2; 8.1.L4; 8.2.S1; 8.2.S2; 8.2.S3; 8.2.P1; 8.3.1; 8.3.2; 8.3.3; 8.4.1; 8.5.H1</p>	<p>Listen to selections and describe "musical elements" vocabulary (SB TE p. 210)  Analyze phrasing/breathing from recording and perform following the same pattern (SB TE p. 274)</p>	<p>Silver Burdett "Music Connection" 8th grade Teacher Edition  "Themes" Unit 8 - Lesson 3 pp. 210-211  Unit 10 - Lesson 8 pp. 274-275</p>

<p><b>5</b></p> <p><b>The texture of music</b></p>	<p>In this unit, students will study music texture, including monophonic, homophonic, polyphonic, and mixed textures. Students will create a composition that has one of these types of textures.</p>	<ul style="list-style-type: none"> <li>• Monophonic</li> <li>• Homophonic</li> <li>• Polyphonic</li> <li>• Mixed textures</li> </ul> <p>Suggested songs:          "Prelude No. 20 in C Minor" (pp. 56-59)          "The John B. Sails" (pp. 292-295)          "Me and My Shadow" (pp. 60-61)          "Kyrie" (pp. 174-175)          "Partners in Minor" (pp. 296-299)          "Hallelujah" (p. 62)</p>	<p>Maintain Standards:          8.1.L2; 8.1.L4; 8.2.S1; 8.2.S2; 8.2.S3; 8.2.P1; 8.3.1; 8.3.2; 8.3.3;          8.4.1; 8.5.H1; 8.5.H3</p>	<p>Identify selections that are either monophonic or homophonic; create a homophonic composition using voices or classroom instruments (SB TE p. 58 and 60)          Have students sing a round in unison with chordal accompaniment, in unison a cappella, as a round, and as a round with chordal accompaniment; identify the textures (SB TE p. 62)</p>	<p>Silver Burdett "Music Connection" 8th grade Teacher Edition          "Concepts" Unit 5 - Lesson 1 pp. 56-59          Unit 5 - Lesson 2 pp. 60-61          Unit 5 - Lesson 3 p. 62</p>
<p><b>6</b></p> <p><b>Patterns</b></p>	<p>This unit provides students with greater understanding about musical patterns, which can take the form of fugues, ostinatos, and dynamics. Students will compare and contrast the differences between performances that include patterns and do not include patterns.</p>	<ul style="list-style-type: none"> <li>• Fugue</li> <li>• Ostinato</li> <li>• Dynamics</li> </ul> <p>Suggested songs:          "Fugue in D Minor" (pp. 64-66)          "Rosie" (pp. 70-73)          "The Marriage of Figaro" Themes (p. 187)          "Dona Nobis" (pp. 286-289)          "Automotive Blues" (pp. 74-75)          "Sun Gonna Shine" (p. 326)          "Osti-Ostinato" (pp. 356-357)          "Blues for Three" (p. 359)          "Allegro ma non troppo" (pp. 76-79)          "Partners in Minor" (pp. 296-299)</p>	<p>8.1.E1 Evaluate the quality and effectiveness of own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.          8.1. E2 Compare and contrast the differences between two performances of a specific musical work.</p> <p>Maintain Standards:          8.1.L2; 8.1.L4; 8.2.S1; 8.2.S2; 8.2.S3; 8.2.P1; 8.3.1; 8.3.2; 8.3.3;          8.4.1; 8.5.H1; 8.5.H3</p>	<p>Create a spoken word fugue and perform (SB TE p. 66)          Use given ostinatos as a model and create new ostinatos for a new selection (SB TE p. 71)          Have students perform ostinatos in small groups demonstrating varying dynamics (SB TE p. 75)          In pairs have one student clap a written ostinato while another claps the steady beat; reverse roles (SB TE p. 77)</p>	<p>Silver Burdett "Music Connection" 8th grade Teacher Edition          "Concepts" Unit 5 - Lesson 4 pp. 64-66          Unit 6 - Lesson 1 pp. 70-73          Unit 6 - Lesson 2 pp. 74-75          Unit 6 - Lesson 3 pp. 76-79</p>

<b>7 Form</b>	<p>In this unit, students will listen to and create pieces that consist of musical forms, such as cells, theme and variations, and forms such as ABA and AABB patterns.</p>	<ul style="list-style-type: none"><li>• ABA</li><li>• Rondo</li><li>• Theme and variations</li><li>• Cells</li><li>• Motives</li><li>• AABB</li><li>• Sonata allegro</li></ul> <p>Suggested songs: "My Lord, What a Mornin'" (pp. 84-85) "Climb Ev'ry Mountain" (p. 111) "Hey, Look Me Over!" pp. 217-219 "Free At Last" (p. 273) "Yesterday" (p. 281) "How Good the Time" (pp. 86-87) "Pasta Variations" (p. 89) "Simple Gifts" (pp. 158-159) "When Johnny Comes Marching Home" (pp. 90-91) "Minuet" (pp. 92-94) "Fanfare for the Common Man" (p. 157) "Glory to God" (p. 182) "Symphony No. 40 in G Minor" (pp. 96-101)</p>	<p>Maintain Standards: 8.1.L2; 8.1.L4; 8.1.E1; 8.1.E2; 8.2.S1; 8.2.S2; 8.2.S3; 8.2.P1; 8.3.1; 8.3.2; 8.3.3; 8.4.1; 8.5.H1; 8.5.H3</p>	<p>Create and perform a short ABA piece; students assess the performance though self-created scoring guide (SB TE p. 85) Create and perform contrasting ostinatos for an existing song in rondo form (SB TE p. 87) Listen to a selection several times that demonstrates theme and variations; analyze how the theme is varied (SB TE p. 89) Listen to a selection several times that demonstrates theme and variations; analyze how the theme is varied (SB TE p. 91) Analyze various musical selections according to their use of motives, harmony, variety, and unity within the composition (SB TE p. 93) Perform "Spoken Sonata-Allegro;" analyze the differences between sections (SB TE pp. 97-101)</p>	<p>Silver Burdett "Music Connection" 8th grade Teacher Edition "Concepts" Unit 6 - Lesson 6 pp. 84-85 Unit 6 - Lesson 7 pp. 86-87 Unit 6 - Lesson 9 p. 89 Unit 6 - Lesson 10 pp. 90-91 Unit 6 - Lesson 11 pp. 92-94 Unit 6 - Lesson 13 pp. 96-101</p>
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<b>8</b> <b>Back in</b> <b>time</b>	In this unit, students will be transported “back in time” to historical styles of music, including baroque, classical, and 19 <sup>th</sup> and 20 <sup>th</sup> century music. Students will listen to analyze these various styles and determine their unique characteristics.	<ul style="list-style-type: none"><li>• Styles</li><li>• Baroque</li><li>• Classical</li><li>• 19<sup>th</sup> and 20<sup>th</sup> century</li></ul> <p>Suggested songs: "Kyrie" (pp. 174-175) "Sing Out" (p. 173) "Autumn" (pp. 178-181) "Concerto in C Major" (p. 176) "Glory to God" (p. 182) "The Marriage of Figaro" (pp. 187-189) "Epitaph" (p. 184) "The Rite of Spring" (pp. 196-197) "Claire de lune" (p. 195)</p>	Maintain Standards: 8.1.L1; 8.1.L2; 8.1.L3; 8.1.L4; 8.1.E1; 8.1.E2; 8.2.S1; 8.2.S2; 8.2.S3; 8.2.P1; 8.3.1; 8.3.2; 8.3.3; 8.4.1; 8.5.H1; 8.5.H3	Identify various styles and list their unique characteristics in terms of instrumentation, origin, and geographic influence (SB TE p. 170) Identify and analyze the characteristics of several Renaissance musical selections (SB TE p. 174) Identify and analyze the characteristics of several Baroque, Classical, 19 <sup>th</sup> & 20 <sup>th</sup> century musical selections	Silver Burdett "Music Connection" 8th grade Teacher Edition "Themes" Unit 6 - Lesson 4 pp. 174-175 Unit 6 - Lesson 6 pp. 178-181 Unit 6 - Lesson 9 pp. 187-189 Unit 6 - Lesson 13 pp. 196-197
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